

# Harvey School District (HSD) 152

## Behavioral Interventions – Multi-Tiered System of Supports Committee Meeting Minutes

Thursday, Mary 3, 2018 1:00 pm

Central Office Boardroom

### Minutes:

1. Call to Order meeting was called to order at 1:01 pm.

**Present:** Dr. Quintella Bounds (Facilitator), Paris Walker, Breona Johnson, April Cohen, Katie Graton, Katherine Polk, Camille O’Quin, Robin Sutton, and Pam Graczyk (IL MTSS Network Consultant).

2. Districtwide Binders Submitted vs Parental Request

The committee reviewed the Building MTSS submitted Binders vs Parental request:

Campus	MTSS Binders	Parent Request	Other	Totals
Riley	0	2	0	2
Angelou	1	1	0	2
Bryant	4	0	3	7
Holmes	2	2	0	4
Sandburg	0	8	1	9
Whittier	2	7	1	10
Brooks	0	2	0	2
<b>Totals</b>	<b>9</b>	<b>22</b>	<b>5</b>	<b>36</b>

\*The data does not incorporate Early Childhood (Illinois Action for Children/Easter Seals)

3. Districtwide Tier II and Tier III totals

Building Principals were asked prior to the MTSS District meeting to complete the HSD 152 MTSS Spring 2018 Survey. The information collected was submitted to the committee to review and analyze. The following information was determined.

At Tier II (Intensive) the data reflects a larger number of the female gender struggle literacy. Where the opposite is true for mathematics and behavior; it reflects a larger number of the male gender.

- Tier II (Literacy) 127 Students Gender: 063 Males **064** Females
- Tier II (Math) 067 Students Gender: **036** Males 031 Females
- Tier II (**Behavior**) 035 Students Gender: **024** Males 011 Females

At Tier III (Critical) the data reflects the female gender struggles with literacy at a higher number. Where the opposite holds true for behavior (2:1 ratio).

- Tier III (Literacy) 065 Students Gender: 030 Males **035** Females
- Tier III (Math) 020 Students Gender: 010 Males 010 Females
- Tier III (Behavior) 017 Students Gender: **012** Males 005 Females

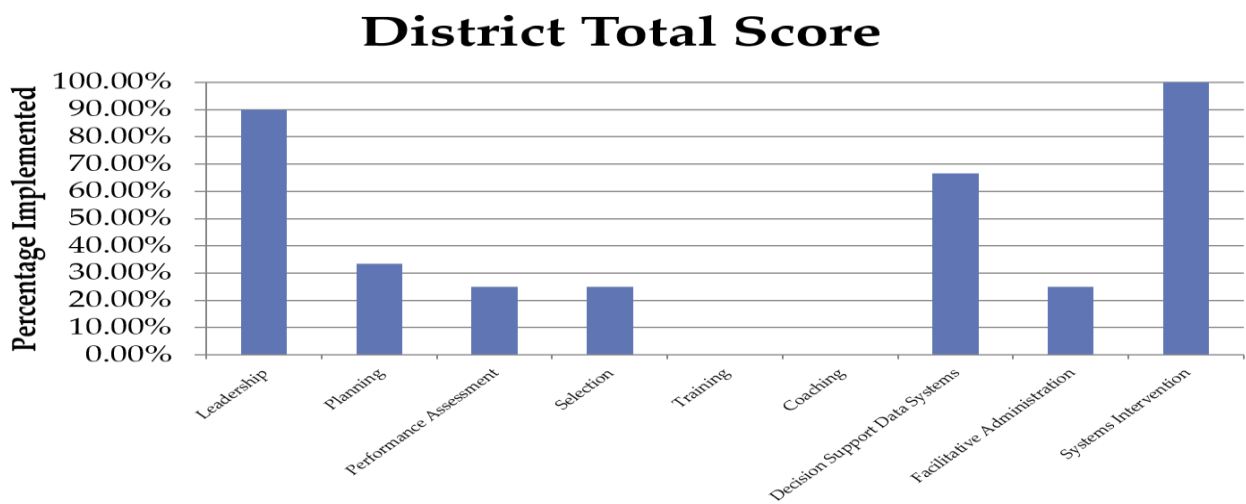
It was mentioned with the lack of mathematics experts and/or interventions student with math deficits only receive interventions from their classroom teacher.

4. **Districtwide Needs Assessment (DCA)** – Pam G from *Illinois MTSS Network*

The District Capacity Assessment is an action assessment. It is designed to help district leaders and staff more precisely align resources with intended outcomes to effectively support the use of innovations (MTSS). District staff can use the DCA assessment information to develop and integrate actions that support schools improvement plans in meaningful ways.

The **primary purpose** of the DCA is *to assist school districts to implement effective innovations that benefit students*. The “capacity” of a district to facilitate building-level implementation of effective innovations refers to the systems, activities, and resources that are necessary for schools to successfully adopt and sustain effective innovations.

The team completed DCA and the data revealed areas of strengths and opportunities:



	Leadership		Competency				Organization		
Date	Leadership	Planning	Performance Assessment	Selection	Training	Coaching	Decision Support Data Systems	Facilitative Administration	Systems Intervention
5/3/2018	90.00%	33.33%	25.00%	25.00%	0.00%	0.00%	66.67%	25.00%	100.00%

Complete details are listed in the Harvey DCA Report 05/03/2018

Based on the DCA data and analysis the District MTSS team created the attached action plan with the assistance of the Illinois MTSS Network consultant to be implemented in the 2018-19 school year.

Next Meeting May 21, 2018 at 1:00 pm

2:55 pm Adjourned